

# KS1 PE



## Long-term Curriculum Map for PE – KS1

### Year 1 and 2

<u>Whole term</u>	<u>First half term</u>	<u>Second half term</u>
<b>Autumn</b>	<u>Games</u> Yr 1 – Unit 2 Throwing and Catching/Aiming Games	<u>Gym</u> Yr 1 – Unit I Pathways – straight, curved, zig zag
	<u>Gym</u> Yr 2 – Unit D Flight – bouncing, jumping, landing	<u>Dance</u> Yr 2 (Topic linked – Plants and Jack and the Beanstalk)
<b>Spring</b>	<u>Gym</u> Yr 1 – Unit E Points and Patches	<u>Dance</u> Yr 1 - (Topic linked – Washing Day and Reach for the Stars)
	<u>Gym</u> Yr 2 – Unit H – Parts high, parts low	<u>Games</u> Yr 2 – Unit 1 Large ball skills and games Unit 3 Dribbling, kicking and hitting
<b>Summer</b>	<u>Athletics</u> Yr 1 - Athletics Unit 1	<u>Games</u> Yr 1 – Unit 3 Bat and ball skills, games and skipping
	<u>Athletics</u> Yr 2 - Athletics Unit 1	<u>Games</u> Yr 2 – Unit 3 Dribbling, kicking and hitting Yr 2 – Unit 2 Making up games with a partner, aiming and hitting

**Year 1 and 2**

<b><u>Whole term</u></b>	<b><u>First half term</u></b>	<b><u>Second half term</u></b>
<p><b>Autumn</b></p>	<p style="text-align: center;"><b><u>Games</u></b></p> <p><b><u>Yr 1 – Unit 2 Throwing and Catching/Aiming Games</u></b></p> <ul style="list-style-type: none"> <li>• To show, both individually and in pairs, how to throw and catch with different apparatus                             <ul style="list-style-type: none"> <li>- Know how to throw and catch</li> <li>- Know how different apparatus should be thrown and caught</li> </ul> </li> <li>• To throw and catch one handed                             <ul style="list-style-type: none"> <li>- Know how to throw and catch one handed</li> </ul> </li> <li>• To send a ball, bean bag or quoit over-handed, using under-arm throw, roll or ‘skim’ and kick                             <ul style="list-style-type: none"> <li>- Know what and how to perform an over-hand and under-arm throw.</li> <li>- Know how to roll, skim and kick</li> </ul> </li> <li>• To aim consistently between, into, at or over a variety of targets using different small equipment                             <ul style="list-style-type: none"> <li>- Know what a target is</li> <li>- Know what the terminology: into, over, at, means</li> </ul> </li> <li>• To roll, kick, bounce and throw at targets                             <ul style="list-style-type: none"> <li>- Know how to roll, kick, bounce and throw at targets</li> </ul> </li> <li>• To play a game (aiming) co-operatively with a partner and ‘keep the score’                             <ul style="list-style-type: none"> <li>- Know how to ‘keep the score’</li> <li>- Know what co-operative playing looks like</li> </ul> </li> <li>• To show how to throw, catch and bounce in different ways (with two hands or one hand) when standing still or on the move (using different apparatus)                             <ul style="list-style-type: none"> <li>- Know how to throw with two hands and one hand (with correct feet, arm and body position)</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Gym</u></b></p> <p><b><u>Yr 1 – Unit I Pathways – straight, curved, zig zag</u></b></p> <ul style="list-style-type: none"> <li>• To perform different pathways on the floor or apparatus, e.g. straight, zig zag, curve and travel along them using different directions                             <ul style="list-style-type: none"> <li>- Know what a ‘pathway’ is, e.g. straight, zig zag, curve</li> <li>- Know what direction means.</li> </ul> </li> <li>• To use different speeds and levels                             <ul style="list-style-type: none"> <li>- Know what level means</li> <li>- Know the different levels that can be used</li> <li>- Know what speed means</li> <li>- Know the different speeds we can achieve</li> <li>- Know how to achieve a slower/faster speed</li> </ul> </li> <li>• To use different movements to travel along different shaped pathways                             <ul style="list-style-type: none"> <li>- Know which movements to use to travel along different shaped pathways</li> </ul> </li> <li>• To select and link together three (two for Yr 1) different ways of travelling to create an interesting pathway. The sequence should show a definite beg/mid/end.                             <ul style="list-style-type: none"> <li>- Know what ‘link’ means</li> <li>- Know how to start off and finish a sequence</li> <li>- Know how to link the movements together with a smooth transition</li> </ul> </li> <li>• To look at and copy a partner in ‘Follow my leader’ formation to show different pathways and link movements                             <ul style="list-style-type: none"> <li>- Know how to ‘follow my leader’</li> </ul> </li> <li>• All above should be transferred and applied to apparatus at every stage of learning (to apply the knowledge linked to pathways onto apparatus)</li> </ul>

- Know how to catch with 'big hands', tracking the ball with their eyes and bringing the ball into their chest
- Know how to catch on the move by moving their feet to get their body underneath the falling ball
- Know how to bounce the ball correctly (bouncing the ball directly downwards so it goes up/down – not at an angle)
- Know when bouncing a ball to catch with two hands, they must watch the ball all the time, push the ball into the ground, arms outstretched, keep hands close together, make big hands, grasp the ball and bring into the chest
- Know when bouncing a ball forwards, sideways or backwards, they must push the ball into the ground with their fingers, place the ball slightly behind the ball to bounce it forwards, place the hand slightly to the right of the ball to bounce it to the left and vice versa and slightly in front of the ball to direct it backwards
- To select the correct skill and then apply it to make up games
  - Know which skills have been taught and then use one of the taught skills in a game
- To extend their skills (e.g. use 'Beat your own record' activities to put skills under pressure and improve performance)
  - Know how to make a skill harder (higher/lower, different directions, over the head, over-arm throwing, one hand, the other hand)
- To use PE words to describe their game and teach it to a partner
  - Know PE words linked to skills taught; throw (one-handed, two handed), catch, bounce, high, low, distance, direction, speed, stationary, travelling, quick, slow

- Know how pathways can be used on apparatus
- Know how to enter and exit the apparatus appropriately
- Know the rules associated with apparatus use

### Yr 2 – Unit J Spinning, turning, twisting

- To turn, spin and twist on different body parts showing control and co-ordination
  - Know that turning happens when the whole body rotates in the same direction around an axis
  - Know that we can turn when we jump or roll
  - Know that a spin happens when their body turns around a point in contact with the floor and momentum continues the rotation
  - Know that the speed of the spin can be increased/decreased depending upon the shape made by the body
  - Know that to twist one part of the body must remain 'fixed' and still while another part of the body turns
- To complete controlled turning jumps, e.g. 1/4, 1/2, 3/4 or full turn using one foot to two feet or two feet to two feet
  - Know that a strong thrust from hips, knees and ankles is needed
  - Know that a strong upward swing of arms is needed for the jump launch and to initiate the turning action
  - Know that their head needs to be up
  - Know that strong body tension is needed to hold the body shape in the air
  - Know that a 'give' in the hips, knees and ankles is needed to support the jump landing
- To know that one part of the body must be 'fixed' to create a twist
- To create and show a sequence of three movements showing contrasts in speed and level
  - Know which skills meet the sequence criteria
  - Know to include movements that show slower and faster movements
  - Know to include movements that show a low, medium or high level

		<ul style="list-style-type: none"> <li>- Know how to link each movement (smoothly and with control)</li> <li>- Know how to start off and end a sequence</li> <li>• To understand how to stay safe when rolling, jumping and spinning when showing contrast in speed <ul style="list-style-type: none"> <li>- Know key teaching points for rolling, jumping and spinning to keep safe within the lesson</li> </ul> </li> <li>• To apply the floor skills learned to the apparatus <ul style="list-style-type: none"> <li>- Know which skills can be transferred at every stage to a suitable piece apparatus</li> <li>- Know how to enter and exit apparatus safely</li> </ul> </li> </ul>
	<p style="text-align: center;"><b><u>Gym</u></b> <b><u>Yr 2 – Unit D Flight – bouncing, jumping, landing</u></b></p> <ul style="list-style-type: none"> <li>• To hop, bounce, skip in different directions (forwards, backwards and sideways) <ul style="list-style-type: none"> <li>- Know how to hop on one foot (dominant and non-dominant)</li> <li>- Know how to skip</li> <li>- Know how to bounce/jump (two-footed jump)</li> </ul> </li> <li>• To bounce using feet in different combinations and repeat a pattern of movements (e.g. jump from one foot to two feet and from one foot to the other foot and show how to land safely) <ul style="list-style-type: none"> <li>- Know the five different types of jump (two feet to two feet, two feet to one foot, one foot to two feet, one foot to one foot, one foot to alternate one foot)</li> <li>- Know key features of a safe landing</li> <li>- Know the key features to propel body into the air</li> </ul> </li> <li>• To identify, describe and make thin shapes, star shapes and turning jumps <ul style="list-style-type: none"> <li>- Know how to perform a star jump</li> <li>- Know how to perform a straight jump</li> <li>- Know how to perform a turning jump (for quarter, half, three-quarter and full turns)</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Yr 2 Dance (Topic linked)</u></b> <b><u>Plants (Lessons 1-3) and Jack and the Beanstalk (Lessons 4-6)</u></b></p> <ul style="list-style-type: none"> <li>• To respond to stimuli (e.g. experience of planting and traditional stories) <ul style="list-style-type: none"> <li>- Know they can respond by moving in different ways when they listen to a story/poem/music</li> </ul> </li> <li>• To use different movements suitable to an idea (digging, planting, growing, movements linked to traditional story) <ul style="list-style-type: none"> <li>- Know and understand the dance idea</li> <li>- Know simple dance movements/actions that link to the dance idea and try them out on their own</li> </ul> </li> <li>• To turn, jump and travel in different ways and use gesture, shape and stillness <ul style="list-style-type: none"> <li>- Know what gesture means</li> <li>- Know when to be still in a dance</li> <li>- Know how to jump correctly</li> <li>- Know how to apply jumps learned in gymnastics to dance</li> <li>- Know what pathways to follow when travelling (link from gym)</li> </ul> </li> </ul>

- To know high and low levels and link two jumps with a low level movement
    - Know how move in a high and low level
    - Know how to link two jumps together smoothly
  - To know how to apply, adapt and transfer ideas to simple low-level apparatus at every stage of learning.
    - Know how different levels can be performed on the apparatus
    - Know how and where to safely perform different jumps on the apparatus
    - Know how to enter and exit the apparatus appropriately
- Know the rules associated with apparatus use

### **Yr 2 – Unit F Rocking and Rolling**

- To understand how to spin, rock, turn and roll with control on various parts of the body
  - Know which parts of the body can be rocked upon
  - Know that in order to rock a curved body is necessary
- To rock on different body parts to stand up or turn over
  - Know a curled body, heels under bottom, arms stretched forward at the end of rocking is required to stand up
- To understand how to stay safe when rolling
  - Know that weight needs to pass smoothly from one part of the body to another
  - Know the key teaching points for each roll (in particular if children are completing the forward/backward roll)
  - Know that there must be a mat used for safe rolling
- To move into and out of a sideways roll in different ways
  - Curled sideways roll – know to keep the knees tightly up to chest
  - Stretched sideways roll – know to keep the legs together tightly and maintain a strong, straight body

- To decide on movements from those they practise to create a dance
  - Know which movements (from those explored) went well
  - Know how to put the movements together in sequence to create a dance
- To develop a motif (copy, remember and repeat/perform)
  - Know what a motif is
- To observe each other dancing and how to provide positive feedback
  - Know what to look for when watching others dance
  - Know what positive means
  - Know how to form comments that give positive feedback
  - Know simple dance key vocabulary

	<ul style="list-style-type: none"> <li>• To select, plan and link a series of movements together <ul style="list-style-type: none"> <li>- Know to plan for smooth moving transitions</li> </ul> </li> <li>• To apply the floor skills learned to the apparatus <ul style="list-style-type: none"> <li>- Know to focus upon shapes held, body tension and quality of the movements during the roll on the apparatus</li> </ul> </li> </ul>	
<p><b>Spring</b></p>	<p style="text-align: center;"><b><u>Gym</u></b> <b><u>Yr 1 – Unit E Points and Patches</u></b></p> <ul style="list-style-type: none"> <li>• To travel in different ways on small and large body parts, including hands <ul style="list-style-type: none"> <li>- Know what a large and small body part is (PATCH and POINT)</li> </ul> </li> <li>• To hold still balance positions on large and small body parts and know which small parts of the body can safely take weight <ul style="list-style-type: none"> <li>- Know what a balance is</li> <li>- Know which small body parts can hold weight</li> <li>- Know to keep a strong core, clear shape and firm base for a successful balance</li> </ul> </li> <li>• To decide on and select two balances and link them together showing control and change of speed <ul style="list-style-type: none"> <li>- Know which movement would link two balances successfully</li> <li>- Know which speed to complete the linking movement to keep control of the sequence</li> </ul> </li> <li>• To apply and adapt learning/knowledge learned on the floor onto the apparatus at every stage of learning (point and patch balances) <ul style="list-style-type: none"> <li>- Know how different balances can be performed on the apparatus using large and small body parts</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Yr 1 – Unit G Wide, narrow, curled</u></b></p> <ul style="list-style-type: none"> <li>• To travel, balance and jump confidently showing a variety of body shapes</li> </ul>	<p style="text-align: center;"><b><u>Dance</u></b> <b><u>Yr 1 (Topic linked)</u></b> <b><u>Washing Machine</u></b> <b><u>Reach for the Stars (invention – rocket)</u></b></p> <ul style="list-style-type: none"> <li>• To use a range of basic dance actions with understanding <ul style="list-style-type: none"> <li>- Know which dance actions match the idea</li> </ul> </li> <li>• To link actions appropriate for the dance idea <ul style="list-style-type: none"> <li>- Know how to join dance actions together</li> </ul> </li> <li>• To perform strong/light, quick/slow movements <ul style="list-style-type: none"> <li>- Know what strong/light movements feel like to perform</li> <li>- Know what quick/slow movements feel like to perform</li> </ul> </li> <li>• To work in pairs, experiencing different relationships <ul style="list-style-type: none"> <li>- Know how to work with another child</li> <li>- Know how to communicate to share ideas fairly</li> </ul> </li> <li>• To understand what happens to their breathing and their body temperature <ul style="list-style-type: none"> <li>- Know that when we exercise our breathing gets faster</li> <li>- Know that when we exercise we get warmer</li> </ul> </li> </ul>

- Know that weight can be taken on different body parts to produce different shapes
- Know that tension and strength are important factors when holding a clear shape
- To perform a tucked jump and consider how to stay safe whilst completing the skill
  - Know to take off on two feet and land on two feet
  - Know to keep the head up and back straight
  - Know to bring the legs up to the head and NOT the head down towards the legs
  - Know to have safe landing areas suitable for floor work or always use adequate landing mats if exploring jumping from apparatus
- To complete variety of wide and narrow balances and travel showing long and narrow, wide and short and curled up shapes
  - Know what wide/narrow/curled means
- To demonstrate contrasts in level and shape
  - Know what level and shape means
  - Know the basic shapes and what these look like at different levels
- To observe, then copy and describe what others are doing
  - Know what key skills are being observed
  - Know key words linked to the skills being observed
  - Know how to describe what they see
- To select and link three different movements together
  - Know how to start and finish off a sequence of movements
  - Know about including smooth, moving transitions

**Gym**  
**Yr 2 – Unit H – Parts high, parts low**

- To explore different ways of travelling and balancing with the body close to or far away from, the ground or apparatus
  - Know how different balances can be performed on the floor/apparatus using large and small body parts

**Games**  
**Yr 2 – Unit 1 Large ball skills and games**  
**Yr 2 – Unit 3 Dribbling, kicking and hitting**

Year 2

- To complete continuous and controlled dribbling with hands, feet, bat or stick and know how to change direction and speed



- To show various ways of travelling and balancing with different body parts being the highest point or closest to ground
  - Know how to travel with different body parts leading
  - Know how to travel with different body parts at different levels
  - Know to keep a firm base, strong core and clear shape when travelling/balancing to remain in control of the movement
- To take weight confidently on hands to leave feet high
  - Know how to take body weight on their hands with control
- To plan and link two (Yr 1) or three (Yr 2) movements showing control and co-ordination
  - Know which high and low movements would link well in a sequence.
  - Know how to move between two/three high and low balances smoothly with an effective linking movement
- To travel underneath a partner who is holding a balanced bridge position
  - Know what travelling movement would be suitable to travel through certain spaces
- To apply their knowledge of floor movements onto the apparatus at every stage of learning
  - Know which movements/balances with different body parts high/low can be applied to apparatus
  - Know how to adjust the floor skills to be able to apply to the apparatus

**Yr 2 – Unit K Linking movements together**

- To understand how different movements can be linked together smoothly and continuously
  - Know that where feet are placed at the end of one movement often determines the beginning of the next movement

- Know how to change direction when dribbling (with hands, feet, bat or stick)
- Know how to change speed when dribbling and keep control
- To show striking, passing and receiving with a partner using a range of equipment
  - Know the correct technique when passing and receiving
  - Know how the technique changes when passing/receiving different equipment
- To use simple attacking and defending strategies (use skills in different ways in different games and try to win by changing the way they use skills in response to their opponents' actions) e.g. vary the height and speed of a pass e.g. vary the height and speed of a pass
  - Know what attacking and defending means
  - Know what skills can be used to attack
  - Know what skills can be used to defend
- To show how to play co-operative and competitive striking, net, aiming and invasion type games with a partner using suitable skills
  - Know what co-operative play looks like
  - Know how to work well with a partner
  - Know which skills to apply to which game
- To score and understand how to improve
  - Know what the scoring rules are
  - Know how to keep score using the rules of the game
  - Know what aspects of the skills used in the game could be improved (in order to improve score)

Yr 2

- To send and receive a range of equipment with consistency, co-ordination and control
  - Know the correct feet, body and arm placement for the appropriate skill and equipment choice
- To develop accuracy when using hands and feet in different ways to pass or aim
  - Know how to underarm throw accurately by holding the ball in one hand, swing that arm towards partner, arm should be kept

	<ul style="list-style-type: none"> <li>• To plan sequences or patterns of three or more movements (2-3 for Yr 1) which can be remembered and repeated <ul style="list-style-type: none"> <li>- Know to practise repeatedly to improve the quality of the performance</li> <li>- Know to plan for smooth transitions between movements</li> </ul> </li> <li>• To use changes in level, speed and direction <ul style="list-style-type: none"> <li>- Know what level means (low level, medium level, high level)</li> <li>- Know what direction means (forwards, backwards and sideways)</li> <li>- Know what speed means (slow, medium, quick)</li> </ul> </li> <li>• To work well with a partner to compose and perform a simple sequence <ul style="list-style-type: none"> <li>- Know how to work fairly and supportively with another person</li> </ul> </li> </ul>	<p>straight and close to their body, feet should be in opposition, ball should be released at waist height, follow through so the throwing hand finishes pointing at partner or target</p> <ul style="list-style-type: none"> <li>- Know how to overarm throw accurately by object in one hand, arm bent at the elbow, start hand behind the head and well away from their body, point the non-throwing arm at the target, one foot steps in front of the other, throw the object with a quick extension of the elbow, wrist and fingers and follow through with the arm in the direction of the throw finishing off with a straight arm</li> </ul> <ul style="list-style-type: none"> <li>• To use simple tactics, <ul style="list-style-type: none"> <li>- Know how to e.g. pass at different angles to outwit an opponent</li> </ul> </li> <li>• To show good observation skills and use them to copy a partner's game and then improve it <ul style="list-style-type: none"> <li>- Know what skill to look for when observing</li> <li>- Know to look at arm, feet, body position and the choices made by the child to make the skill accurate or harder</li> </ul> </li> <li>• To select the most appropriate equipment for the games the children create <ul style="list-style-type: none"> <li>- Know the names of different PE equipment</li> <li>- Know how the equipment feels, e.g. weight, texture, balance</li> <li>- Know how to use the different pieces of basic PE equipment</li> </ul> </li> <li>• To develop a set of rules and know how to make the games harder <ul style="list-style-type: none"> <li>- Know how to make a skill/game harder (time, distance, direction, speed, quantity, stationary, on the move)</li> </ul> </li> </ul>
<p><b>Summer</b></p>	<p style="text-align: center;"><b><u>Athletics</u></b></p> <p><b><u>Yr 1 Athletics Unit 1</u></b></p> <ul style="list-style-type: none"> <li>• To complete running, throwing and jumping activities with growing control (remember and repeat) <ul style="list-style-type: none"> <li>- (See running, throwing and jumping SKILLS for individual KPIs)</li> </ul> </li> <li>• To move at different speeds with control <ul style="list-style-type: none"> <li>- Know how to run at different speeds with some control</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Games</u></b></p> <p><b><u>Yr 1 – Unit 3 Bat and ball skills, games and skipping</u></b></p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• To steer a ball along the ground with a bat in a controlled way using different directions <ul style="list-style-type: none"> <li>- Know how to hold a bat/racquet correctly</li> <li>- Know what side of the bat to steer the ball with</li> <li>- Know how to position the bat, ball and themselves to steer in different directions</li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"> <li>- Know what to do with their body to change speeds</li> <li>• To complete some basic jumps and show some very simple combinations <ul style="list-style-type: none"> <li>- Know to land a jump with 'squashy' knees</li> <li>- Know to use their arms to help propel the jump into the air</li> <li>- Know simple take off/landing techniques (one foot to one foot; one foot to the other foot; two feet to two feet)</li> </ul> </li> <li>• To complete an underarm throw and the basic two-handed push throw <ul style="list-style-type: none"> <li>- Know the correct body position and action for an underarm throw (weight on back foot, transfer weight onto front foot for release, opposite leg to opposite throwing arm, keep the throwing arm straight as it swings through, palm up on release, follow through in direction throwing)</li> <li>- Know the basic two-handed push throw (opposite leg to throwing arm position, hold ball at chest height with fingers of both hands spread behind the ball, push the ball away from the chest and move body weight onto front foot, finish with straight arms in the direction of the throw)</li> </ul> </li> <li>• To show the ability to use different equipment appropriately <ul style="list-style-type: none"> <li>- Know what different equipment is used for</li> <li>- Know how to send/receive the different equipment</li> </ul> </li> <li>• To understand how their body feels during different activities (describe what happens to breathing and temperature) <ul style="list-style-type: none"> <li>- Know what happens to their body when we exercise</li> <li>- Know that we breathe faster</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To balance a ball on a bat when standing still or walking <ul style="list-style-type: none"> <li>- Know how hold the bat in order to balance the ball</li> <li>- Know how to adapt the skill in order to balance the ball when moving</li> </ul> </li> <li>• To hit a ball with a bat, upwards and downwards with some control <ul style="list-style-type: none"> <li>- Know how to hit the ball up into the air (position of bat/ball/body)</li> <li>- Know how to hit the ball down (position of bat/ball/body)</li> </ul> </li> <li>• To send a ball along the ground or in the air for a partner to catch or receive <ul style="list-style-type: none"> <li>- Know which skill to use to send the ball along the ground or in the air to a partner</li> <li>- Know which body position to use and what special position to be in</li> </ul> </li> <li>• To skip with a rope <ul style="list-style-type: none"> <li>- Know how to hold the rope correctly</li> <li>- Know how to position the rope in relation to body</li> <li>- Know when to swing the rope and when to jump</li> <li>- Know the rhythm of jumping associated with skipping</li> </ul> </li> <li>• To use steering and hitting on the ground or air to play individual and co-operative target games <ul style="list-style-type: none"> <li>- Know which skills (linked to steering and hitting) to use in a target game</li> <li>- Know when to use the appropriate steering and hitting skills</li> </ul> </li> </ul> <p><b><u>Developing partner work</u></b></p> <ul style="list-style-type: none"> <li>• To stay safe when playing with a partner in running games and when using equipment <ul style="list-style-type: none"> <li>- Know how to use basic PE equipment correctly</li> </ul> </li> <li>• To throw and catch individually and in pairs using a variety of equipment including hoops <ul style="list-style-type: none"> <li>- Know correct throwing and catching technique with a partner (see previously in SOW)</li> <li>- Quoits – Know to hold the quoit flat</li> </ul> </li> </ul> |
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- Know that we get warmer
- Know that our heart will beat faster
- To watch, copy and describe what other children have done
  - Know to look at body position and action when observing a skill completed by another child

- Know to bend the wrist and elbow towards the body, fingers spread out
- Know to put the same foot forward as the hand holding the quoit
- Know to move the weight from the back foot to the front foot
- Know to extend the elbow and wrist suddenly in the direction of the throw
- Know the quoit should fly flat and not wobble
- To use sending, receiving and travelling skills in games with a partner
  - Know the different ways to send a piece of equipment to a partner
  - Know how to roll a ball to a partner
  - Rolling – know to bend their knees (one foot in front of the other)
  - Know the lead foot should be opposite to the throwing arm
  - Know the arm should be kept close to the body
  - Know it should be a straight arm swing with the ball in one hand
  - Know the arm ‘follows through’ in the direction of the throw
  - Know how to kick the ball to a partner
  - Kicking – Know to stand with the non-kicking foot by the side of the ball pointing in the direction of the kick
  - Know to kick the ball with the flat inside surface of the foot
  - Know to follow through with the direction of the kick
- To understand the rules of a game can be changed to make it more challenging
  - Know how to make a game harder (change equipment, consider distance, speed, direction and timing)
- To observe another child’s activity and to describe it using key PE words
  - Know basic key words linked to the skills taught during the lesson

**Athletics**  
**Yr 2 Athletics Unit 1**

- To use their bodies and a variety of equipment with greater control and co-ordination
  - Know how to use their body positions and equipment to complete a skill with control and accuracy
- To demonstrate various take offs and landings to jump for height and distance
  - Know about the different take offs (one foot to one foot - hop, one foot on the other foot, two feet to two feet, one foot to two feet)
  - Know to lean forward when they take off
  - Know to use their arms to reach up high and swing their arms fast
  - Know to bend and push hard with their legs
  - Know to make sure their feet are flat on the floor when they land
  - Know to straighten their legs quickly
- To run and create an even pace
  - Know to keep their head up looking ahead – not looking at the floor
  - Know feet must be in line
  - Know to move legs and arms quickly
  - Know to keep their arms close to their body not elbows wide and away from the body
  - Know to keep arms swinging high and with a bend at the elbow
  - Know to keep a steady running step/stride
- To demonstrate the correct technique for an underarm throw and practise for accuracy and distance
  - Know to take weight on their back foot and transfer weight through onto front foot for the release
  - Know to keep the throwing arm straight as it swings through
  - Know to have their palm up for release

**Games**  
**Yr 2 – Unit 3 Dribbling, kicking and hitting**

- To complete continuous and controlled dribbling with hands, feet, bat or stick and know how to change direction and speed
  - Know how to change direction when dribbling (with hands, feet, bat or stick)
  - Know how to change speed when dribbling and keep control
- To show striking, passing and receiving with a partner using a range of equipment
  - Know the correct technique when passing and receiving
  - Know how the technique changes when passing/receiving different equipment
- To use simple attacking and defending strategies (use skills in different ways in different games and try to win by changing the way they use skills in response to their opponents' actions) e.g. vary the height and speed of a pass e.g. vary the height and speed of a pass
  - Know what attacking and defending means
  - Know what skills can be used to attack
  - Know what skills can be used to defend
- To show how to play co-operative and competitive striking, net, aiming and invasion type games with a partner using suitable skills
  - Know what co-operative play looks like
  - Know how to work well with a partner
  - Know which skills to apply to which game
- To score and understand how to improve
  - Know what the scoring rules are
  - Know how to keep score using the rules of the game
  - Know what aspects of the skills used in the game could be improved (in order to improve score)
- To know how to develop a set of rules and know how to make the games harder
  - Know why rules are important in a game

	<ul style="list-style-type: none"><li>• To use the skills they have developed to meet different challenges<ul style="list-style-type: none"><li>- Know which skill they have learned to apply to a challenge</li></ul></li><li>• To describe what happens to their breathing and temperature when they have been moving in different ways<ul style="list-style-type: none"><li>- Know that they breathe faster and their heart beats faster when they exercise</li><li>- Know that exercising increases their body temperature</li></ul></li><li>• To watch a partner and describe what they have been doing<ul style="list-style-type: none"><li>- Know what the key teaching points are for a taught skill and watch the body position and movement of their partner as they practise</li></ul><p>Know the key words associated with the skill</p></li></ul>	<ul style="list-style-type: none"><li>- Know what rules could be introduced to make a game harder (e.g. distance, speed, equipment etc)</li></ul>
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